

Respectful Relationships annotated student work samples

Introduction

The [Resilience, Rights and Respectful Relationships, Level 7–8 Learning Materials](#) resource package was used to deliver content in relation to problem solving to Year 7 students. Students completed the [Respectful Relationships: Problem Solving](#) summative assessment task, and teachers then used the associated assessment rubric to determine each student's level of achievement according to the Victorian Curriculum Health and Physical Education achievement standards Levels 6, 8 and 10.

This document provides annotated student work samples and assessment rubrics (including the relevant elements of the achievement standards from Levels 6, 8 and 10) for students who have demonstrated achievement of the standard:

- at Level 6
- progressing towards Level 8
- at Level 8
- at Level 10.

The shaded parts of each assessment rubric indicate the student's level of achievement..

Note: in this task students were assessed against only the 'Problem-solving strategies' category of the rubric. The ongoing formative assessment task in [Respectful Relationships: Problem Solving](#) could be used to assess students against the 'Segmenting problems into discrete stages' category in the rubric.

Assessment task

Students were provided with the following instructions:

Select one of the scenarios from Topic 1: Emotional literacy, Activity 4: Hidden emotions, in [Resilience, Rights and Respectful Relationships, Level 7–8 Learning Materials](#) (pages 19–20) and create a comic strip storyline that demonstrates the following:

- identification of the problem
- an understanding of a range of strategies that the character/s could consider using to cope with their difficult task or situation
- an evaluation of the appropriateness of each strategy
- a justification of one strategy the character decides to use, including some information on why they have chosen this strategy (for example, they would need to explain their choice to another character in the story).

Assessment rubric

Student level of achievement was determined using the problem-solving assessment rubric from [Respectful Relationships: Problem Solving](#).


Relevant element of the Achievement Standards					
Level 6	Level 8		Level 10		
Personal and Social Capability					
By the end of Level 6, students ... identify causes and effects of conflict and explain different strategies to defuse or resolve conflict situations.		By the end of Level 8, students ... reflect on strategies to cope with difficult situations and are able to justify their choice of strategy ... They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.			By the end of Level 10, students ... evaluate ... strategies ... used to cope with stressful situations/life challenges. Students ... generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.
Critical and Creative Thinking					
By the end of Level 6, students ... disaggregate ideas and problems into smaller elements or ideas ...		By the end of Level 8, students ... independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving ...			By the end of Level 10, Students ... develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes.
Assessment Rubric					
Category	At Level 6 students can:	When progressing towards Level 8 students can:	At Level 8 students can:	When progressing towards Level 10 students can:	At Level 10 students can:
Segmenting problems into discrete stages	<ul style="list-style-type: none"> • disaggregate problems into smaller stages 	<ul style="list-style-type: none"> • divide ideas and problems into discrete elements during problem solving 	<ul style="list-style-type: none"> • independently segment problems into discrete stages during problem-solving 	<ul style="list-style-type: none"> • investigate and apply criteria to segment problems 	<ul style="list-style-type: none"> • evaluate the criteria used to segment problems
Problem-solving strategies	<ul style="list-style-type: none"> • explain different problem-solving strategies used to resolve a conflict situation 	<ul style="list-style-type: none"> • reflect on the effectiveness of different problem-solving strategies used to resolve or defuse a conflict situation 	<ul style="list-style-type: none"> • justify the selection of problem-solving strategies to cope with difficult situations 	<ul style="list-style-type: none"> • generate and apply problem-solving strategies that could be used to respond to challenging situations 	<ul style="list-style-type: none"> • evaluate different problem-solving strategies used to prevent and resolve problems in a range of situations or challenges


Work sample 1: At Level 6


Senario 3:

Ruby is staying overnight at a friends place. After dinner the parents start arguing very loudly in the kitchen. Ruby can hear that they are arguing about money, and the father asks why there are guests staying over when he has enough trouble putting food on the table with all the bills coming in. Her friend pretends it is not happening.


Action

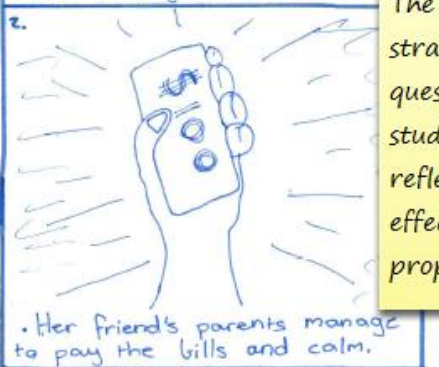
1.  Ruby takes her friend outside to talk about things.


2.  Ruby persuades her family to help her friends parents's bills.

3.  Ruby suggests meditation to avoid overwhelming anxiety and suggests help services.

Solution

1.  Her friend learns to relax after talking about it.

2.  Her friend's parents manage to pay the bills and calm.

3.  Her friend relaxes and goes to a help service the next day.

Student has identified the problem

The suitability of the strategies is questionable and the student has not reflected on the effectiveness of the proposed strategies

The student has not selected and justified any one strategy to help their friend cope with the difficult situation they have been placed in

The student has demonstrated achievement of the standard at Level 6.

Relevant element of the Achievement Standards			
Level 6		Level 8	Level 10
Personal and Social Capability			
By the end of Level 6, students ... identify causes and effects of conflict and explain different strategies to defuse or resolve conflict situations.		By the end of Level 8, students ... reflect on strategies to cope with difficult situations and are able to justify their choice of strategy ... They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.	By the end of Level 10, students ... evaluate ... strategies ... used to cope with stressful situations/life challenges. Students ... generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.

Assessment Rubric					
Category	At Level 6 students can:	When progressing towards Level 8 students can:	At Level 8 students can:	When progressing towards Level 10 students can:	At Level 10 students can:
Problem-solving strategies	<ul style="list-style-type: none"> explain different problem-solving strategies used to resolve a conflict situation 	<ul style="list-style-type: none"> reflect on the effectiveness of different problem-solving strategies used to resolve or defuse a conflict situation 	<ul style="list-style-type: none"> justify the selection of problem-solving strategies to cope with difficult situations 	<ul style="list-style-type: none"> generate and apply problem-solving strategies that could be used to respond to challenging situations 	<ul style="list-style-type: none"> evaluate different problem-solving strategies used to prevent and resolve problems in a range of situations or challenges

Work sample 2: Progressing towards Level 8

Here you go its new dont break it please.

ooo Thankyou I want I will give it back.

My iPad is scratched!

Why is my iPad scratched mate! you have to pay to fix it!

What that wasn't me you have no proff.

Bob asked His friend if he can use his new iPad and the friend said yes!

His friend gave it back but it was scratched.

Student has clearly identified and explained the problem

Student has identified and explained three different strategies to cope with the difficult situation

Why is it scratched I don't know I didn't do it.

What should he do?

1) he could tell his dad and get the other boy to pay for it.

2) he could be really mean to him not be his friend

3) ~~Smash~~ Smash his friends iPad.

Student has reflected on the effectiveness of the proposed strategies by looking at the pro's and con's of each of the identified strategies

Student has not selected and justified any one strategy to cope with the difficult situation the characters have been placed in

P) he will get another iPad.
Dad will be mad.
Friend want when

P) he doesn't have to be his friend.

C) iPad doesn't get fix and he is being a bully.

P) they are even.

C) not nice and then he has to pay for his friends iPad as well as his

The student has demonstrated achievement of the standard at Level 6 but has not yet demonstrated the Level 8 standard. This student is **progressing towards Level 8**.

Relevant element of the Achievement Standards					
Level 6	Level 8			Level 10	
Personal and Social Capability					
By the end of Level 6, students ... identify causes and effects of conflict and explain different strategies to defuse or resolve conflict situations.	By the end of Level 8, students ... reflect on strategies to cope with difficult situations and are able to justify their choice of strategy ... They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.			By the end of Level 10, students ... evaluate ... strategies ... used to cope with stressful situations/life challenges. Students ... generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.	
Assessment Rubric					
Category	At Level 6 students can:	When progressing towards Level 8 students can:	At Level 8 students can:	When progressing towards Level 10 students can:	At Level 10 students can:
Problem-solving strategies	<ul style="list-style-type: none"> explain different problem-solving strategies used to resolve a conflict situation 	<ul style="list-style-type: none"> reflect on the effectiveness of different problem-solving strategies used to resolve or defuse a conflict situation 	<ul style="list-style-type: none"> justify the selection of problem-solving strategies to cope with difficult situations 	<ul style="list-style-type: none"> generate and apply problem-solving strategies that could be used to respond to challenging situations 	<ul style="list-style-type: none"> evaluate different problem-solving strategies used to prevent and resolve problems in a range of situations or challenges

Work sample 3: At Level 8

Student has clearly identified and explained the problem

Scenario:
The teacher ask Jim to work on the maths problems in a pair with Matteo. Jim complains loudly about having to work with Matteo, calling him stupid.

Solution 1: Take Jim outside and talk to about what he did.

Solution 2: Separate Matteo and Jim into other pairs to prevent anything else.

Solution 3: Tell Jim to deal with it and make him and Matteo go together.

Student has identified three different strategies the characters could consider using to cope with the difficult situation

Student has selected one strategy to cope with the difficult situation the characters have been placed in and has justified their decision

Student has reflected on the effectiveness of the proposed strategies by looking at the pro's and con's of each of the identified strategies

If I was in the teachers position, I would personally go with solution 2. I think this solves the problem by separating the two into different pairs but I would also make Jim apologise as what he did was wrong and he shouldn't do it again.

Pro:
-Jim may understand what he did and apologise.
-Realise what he did and go with Matteo.

Con:
-He may retaliate and say something else.
-Lash out.

Pro:
-Will show Jim that it's not okay to call people names.
-Will show him we have to do things we don't want to do sometimes.

Con:
-He may continue to call Matteo names when working together.

Pro:
-Jim will get what he wanted and won't do anything else.
-Matteo won't have to be with Jim.

Con:
-Jim may now think it was okay to call Matteo stupid.

The student has demonstrated achievement of the standard at **Level 8**.

Relevant element of the Achievement Standards			
Level 6		Level 8	Level 10
Personal and Social Capability			
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Work sample 4: At Level 10

Scenarios

Student has clearly identified and explained the problem

Hey! Can I borrow your iPad?

Sure!

I didn't do it

It's broken!

Osman lends his friend his new iPad, and he returns it with a scratch on it. It looks like it has been dropped. His friend pretends nothing has happened and then denies it when Osman asks.

Osman could consult his friends or classmates to find out whether his friend did break it.

PROS-

- someone might have seen something

CONS-

- you won't have to confront your friend
- you would be given an opinion from someone who wasn't going to lie to avoid paying for the damage
- you might not find out if he did break it
- they might tell the friend that you were asking people
- they might lie about whether they saw it or not
- they might lose trust in Osman for putting ? in that situation.

Osman could directly ask his friend about it while still being polite and kind.

PROS-

- Osman would get a direct yes or no answer
- his friend would admit to it and the problem would be resolved
- he could read his friend's face to determine deceit

CONS-

- he could get angry
- he could deny it
- Osman could feel awkward to confront his friend

Osman could ask his parents what to do and show them the damage.

PROS-

- parents might just fix it
- they could talk to Osman's friend's parents
- they could just get him another iPad

CONS-

- they could get mad at Osman for being careless with his iPad
- they could make Osman pay to fix or replace it
- they might just tell him to deal with the scratch

Student has evaluated each of the proposed strategies to resolve the problem by identifying and explaining the pro's and con's of each strategy

Did you see him break it?

Are you sure you didn't break it?

— broke my Ipad!

I would personally choose this option where Osman talks to his parents. In my case, my mum would get a little angry but not to the extent where I would have to pay for the damages. She would probably have had more of an idea of what to do and what approach to take. Talking to him directly seems too confronting and asking others appear too mischevous. Talking to your parents is probably the best option.

Student has selected one strategy to cope with the difficult situation the characters have been placed in and has justified their decision

The student has demonstrated achievement of the standard at Level 10.

Relevant element of the Achievement Standards			
Level 6	Level 8	Level 10	Level 10
Personal and Social Capability			
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